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across a recently sown field of early millet already a few inches high. I chanced to tread on a shoot. Immediately one of the small boys stooped and carefully raised and replanted the blade of millet. 'Why did you do that?' I asked. 'Don't you know that is our food?' he replied reproachfully.

2. Every small boy of 6–7 years and upwards has a passionate desire to own a hen, and many of them are able to realize this ambition. If you ask a small boy why he wants a hen he will reply in almost the same words as an adult uses to explain the importance of 'things' (*bon*). 'If you have a hen it lays eggs, and you take the eggs and breed chicks, then you can sell the chickens and buy a goat, and when the goat breeds you can sell its offspring and buy a sheep, and when the sheep breeds you can sell its offspring and buy a cow, and then you can take the cow and get a wife.'

3. Maanyeya, a little girl of about 9–10 years, said that she had eaten none of the meat of last night's sacrifice. 'Why?' I asked. 'When they sacrifice to Zukɔk', she explained gravely, 'women don't eat of the meat. If they do, they will never bear any children, they become sterile.' 'What's that to you?' I said. 'Am I not a woman? Who wants to be sterile?' she responded almost indignantly.

4. I was playing with Tarɔmba and Yindubil (8–9 years), sons of the same joint family, and their friends. We were discussing parents. Tarɔmba and Yindubil, speaking together, told me the story of the latter's mother. Three or four years ago she had run away from their father to marry another man. They said, in the very words that an adult member of the family would use, speaking seriously: 'She ran away and took our belly [that is, she was pregnant by their father] and went and bore over there, so our child is there. Then she bore another child there. When our child is big enough we will separate it [*pohg*—the technical legal term] and bring it home.' These two were thus identifying themselves completely with the family, mother–child attachments notwithstanding.

Such examples could be multiplied tenfold, but they will suffice at this stage.

The adult attitude about education. Education is not an entirely unwitting process among the Tallensi. They set a high, and indeed overdetermined, value on their culture, and are fully aware of the fact that

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its continuity depends upon adequate transmission to their descendants. Their social structure, which is built up on the lineage system, and their economic organization put a premium on this, and a significant motive for stressing the continuity of their culture arises from their ancestor cult. Every Taləŋa desires sons so that there may be some one left to pour libations and make sacrifices to him after his death. The ancestor cult and family morality combine to imbue every man and woman with an intense sense of their continuity, both physical and psychological, with their parents on the one hand and their children on the other. A man feels a moral compulsion to pass on his private possessions, his craft, tools, and knowledge to his son, a woman to her daughter. He has the same feeling about carrying on a craft or cult which had been practised by a parent. Ironwork is not merely a profitable craft to the blacksmiths of Sakpee; it is a religious duty to their ancestors.

The most conspicuous affective moment in the religious system of the Tallensi is this sense of moral obligation to parents and children. It is the counterpart of the notion that the sins of the fathers will be visited on the offspring even unto the third and fourth generation. Last year, for instance, Kuwaas had to promise heavy sacrifices to expiate the sin of his grandfather, who was responsible, three generations ago, for the ravaging of his clan settlement by the Hill Talis.

The idea of education is, therefore, not only understood but also frequently formulated in discussions and conversations. A chief once observed to me that children learn who their fathers and ancestors (*banam ni yaanam*) were by listening at sacrifices. 'Our ancestor shrines are our books', he said. Nyaaŋzum, a man of 45–50, put these conceptions neatly and precisely one day when we were discussing some particularly secret ritual matters. His 'grandson',[1] a youth of about 25, was with us. 'Shall we send him away?' I asked. 'No,' he replied, 'if he listens it doesn't matter. He will not gossip to any one. And when some day I am no longer here, is it not he who will take it on? If he listens will he not know, will he not acquire wisdom?' When children are very small, he explained, they know nothing about religious things. 'They learn little by little. When we go to the

[1] Kinship terms placed between inverted commas are translations of native terms indicating classificatory kin.

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shrine they accompany us and listen to what we say. Will they not 869
[thus] get to know it?' His own small son Badiwona (6–7 years) is 861
extremely devoted to him. One day, affectionately patting the child, 828
he said: 'When we come out in the morning, and if he doesn't see [593]
me, he seeks about for me. If he doesn't find me he won't rest. That is why I had him initiated last year. Whatever I do he also sits and listens. Will he not get to know it thus? And when I am gone will he not say that when he was a child he used to go about with his father and used to see how his father did this and that? This is my child and I am teaching him uprightness. If he is about to do anything that is not seemly I tell him, so that when he grows up he will know upright ways.'[1]

Education, it is clear, is regarded as a joint enterprise in which 861
parents are as eager to lead as children to follow. In consequence of 856
this attitude adults are very tolerant of children's ways and especially about their learning. A child is never forced beyond its capacity. This is seen most clearly in relation to the pivotal economic activity, agriculture. However skilful a boy may be with his hoe, he will not be forced to do as much work as an adult. Men often restrain their sons of 12–14 from joining the adults in hoeing on the grounds that over-exertion is harmful. Again, women do not take daughters of 9–10 on firewood expeditions to the bush.

That skill comes with practice is realized by all. When adults are 868
asked about children's mimetic play they reply: 'That is how they learn.' Thus when a boy is 7 or 8 his father buys him a small bow so that he can go and learn marksmanship in play with his comrades. Yet the existence of individual differences in ability, both amongst children and amongst adults, is recognized and cited with reference to the acquisition of skill. Rapid learning or the acquisition of a new skill is explained by *u mar nini pam*, 'he has eyes remarkably', that is, he is very sharp. A friend of mine who was a cap-maker told me how he had learnt his craft, as a youth, from a Dagban by carefully watching him at work. When he was young, he explained, he had 'very good eyes'. This conception of cleverness is intelligible in a society where learning by looking and copying is the commonest manner of achieving dexterity both in crafts and in the everyday manual activities.

[1] He learns—*u bamhora*, cognate with *bay*, to know; I teach him—*mpaanumi*.

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which children of 9 or 10 are fully familiar with and the compulsion of which they experience to the same degree as the adults; and there is the whole body of implicit moral norms which regulate the day-to-day life of the family and emerge in the duties of children to one another and to their parents.

I have already mentioned the prohibition in some clans against the eating of fowl by first-born children. By contrast with the voluntary abstention from fowl meat practised by women, this is a taboo of supreme mystical value for these clans and is exactly parallel to the totemic avoidances of other clans. The Hill Tallis, for instance, may not eat tortoise, some may not eat crocodile or python, and others taboo dog. A 5-year-old knows his or her personal or clan taboo, and can state it emphatically. The remedy for a chance infringement of such a taboo is extremely simple—e.g., in the case of the fowl, crushing some fowl droppings in water and giving the child the fluid to drink. Again the supernatural penalty for a breach is of a vague and general kind. In some cases it is thought that it would lead merely to an eruption of scabies on the head; in others it is said that the offender would slowly lose health and strength. These sanctions, however, are not the effective agencies maintaining the observances. Breaches of these rules are exceptional, both among children and among adults. A Talaŋa submits to a food taboo in virtue of a configuration of positive habits and dispositions built up in childhood, not through fear of the sanctions. From the time that it is a babe in arms a child is prevented from tasting or even touching any food which it is prohibited from eating. Later it will be called away from where its companions are sitting over a fire roasting titbits of food forbidden to it—'Come here, you mustn't eat that; it is forbidden.' I once observed a child of about 5 standing aloof while a group of his brothers and sisters were consuming a dish of python meat—a prized delicacy. 'I don't eat python, it is my taboo,' he explained, with an expression of complete aversion.

A vivid example of how food taboos are inculcated was provided by a biographical reminiscence of the chief of Tongo who, as a first-born, may not eat fowl. There was talk in his court-room of crops and famine in the old days, when an elder wondered if a man would eat a forbidden animal if he were starving. The chief, holding with

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262 869 some of his elders that it would be too repugnant even for a starving man to do so, told this story of how he had himself, on two occasions, violated his taboo. When he was a child of perhaps 5 or 6 he was the favourite of his grandfather, as often happens. Some one brought the old man a gift of eggs which he promptly had roasted. He had to go outside to attend to some matter and he left his small grandson to see that no one purloined the eggs. Now an egg is a potential fowl, and is therefore equally taboo with the latter. The chief described how there was a brief struggle between his conscience and his desire, and how he succumbed and ate the eggs. His grandfather was furious when he returned and the child in trepidation lied, accusing a girl who was in the next room. The girl denied the accusation and the small boy's father was called in to adjudicate. He at once suspected his son, but the grandfather angrily defended the boy, who was now too terrified even to speak. The matter was dropped; but the small boy, afraid of his father, remained with his grandfather till nightfall. Then he slunk out, only to be caught at once by his father, who had been waiting for him. His father said nothing, but grimly called for a feather and a large gourd of water. 'Drink,' he commanded, and compelled the child, now sobbing with terror, to swallow the whole gourdful of water. 'Open your mouth,' said the father, and began to tickle the child's throat with the feather until he vomited. 'And now,' said the father, grasping the child's arms tightly and striking him right and left, on buttocks, back and head, 'I'll teach you to eat fowl and steal and tell lies.' 'That was how I learnt not to eat fowl,' the chief concluded amid general laughter. But, he continued, many years later, at the time of the great famine, he with two companions was on his way to a neighbouring district and stopped for the night *en route*. They were extremely hungry, not having had a proper meal for days, and when they were offered porridge and a cooked fowl ate ravenously. Now two of them tabooed the fowl, but they were too hungry to resist. The meal finished, they rose, when suddenly the other man who was not allowed to eat fowl was overcome with nausea and began to vomit. Immediately he himself also began to vomit. They had not, after all, been able to stomach the fowl.

183 764 How strongly quite young children feel the compulsion of a ritual obligation was brought home to me when a boy of about 10–11 was

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The corresponding play of boys at this stage is ' cattle-keeping '. It occurs more sporadically than the girls' play, particularly with older boys; but as much fantasy and invention go into it. Sometimes, indeed, it seems like an overt day-dream of leisure hours. One boy alone, or two, usually play. When the group is bigger more boisterous or recreational play ousts it—they wrestle, shoot arrows, gamble with ground-nuts, or at certain seasons pitch bangles and hoops of plaited reed. Boys of all ages are far less placid than girls.

The ' cattle ' play involves constructing a ' house ' in which the ' gateway ' and the ' stable ' are prominently indicated and finding something to serve as ' cattle '—sheep and goats never seem to enter. These activities, and moving the cattle about in and out of the ' stable ', with murmured remarks in monologue or addressed to a companion, constitutes the play. I have never been able to record this accompanying speech as I have always had to watch cattle play from a distance. Boys say that it is ' about bulls and cows '.

' Cattle ' play has more of pure fantasy and less reproduction of real activities than ' housekeeping ' play. Sometimes the ' house ' and ' stable ' are built of mud—a circular ' wall ', 9 or 10 inches in diameter and 2 inches high, with a space left for the ' gateway ', and a smaller circle of mud adjoining it as the ' stable '—to last for a whole dry season. Often it is constructed *ad hoc*—two circles drawn in the sand or made of heaped-up sand may be enough. A great variety of objects serve as ' cattle '. Boys who like modelling may make clay figures of cows and bulls for their play; bits of sticks, leaves of a common shrub which can be opened so as to stand up on their edges, pebbles, and other things are used. Yet despite the meagre materials and the paucity of mimetic content the play fascinates boys from the age of 5 or 6, when they are still too young to go out with the herds, to about 12, when they may be full-blown herd-boys. Even if their families have no cattle and they have never followed a herd regularly, they play at it. The interest and identification are active nevertheless.

At this stage, too, domestic ritual begins to be reflected in the play of boys. A boy's or girl's schema of ritual and religious ideology at the age of 9 or 10 includes the main structural principles of the system. As his knowledge has been acquired by attending at sacrifices, he knows most about the ritual acts and conventional formulas connected

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857 with sacrifice and least about the beliefs and theories. He is familiar
524 with all the concepts of Tale religion and magic but cannot assign
●869 them accurately to their relevant contexts. He knows that ancestor spirits and medicines are different, and can even describe some of the latter by their functions, but cannot elucidate these differences. He knows also and believes that health, prosperity and success depend on mystical agencies, that sickness, death, and misfortune are caused by them, and that sacrifices must be made to placate them or to expiate offences. He has heard talk of all this and seen consultations of diviners. As an infant, perhaps, he has been called by his mother to get off a partition wall 'lest the spirits push you off', or has seen food put out 'for the spirits' during the ritual festivals. He knows what different types of shrines look like and what are their appurtenances. But it is surface knowledge, confused in details and full of gaps.

857 Ritual is men's business, though women are well versed in it.
524 Hence it emerges mostly in the play of boys and not of girls. Signifi-
869 cantly, it is permitted till pubescence, that is, as long as a boy is not
781 likely to take a responsible part in real ritual. After that he is liable to
788 have to accept an ancestor spirit demanding real sacrifices and may no longer play at it. At 13 or 14 years of age, when a boy's ritual schemas approximate those of an adult, he fully understands and acquiesces in this prohibition. It suggests, however, that playing at ritual has a different value for children than actual ritual has for adults. Children share the adults' interest in ritual and accept its prescriptions, but not the adults' emotional relationship to ritual. In their play they express this interest and their identifications, rehearse their knowledge, and integrate it with the rest of their educational achievements.

857 Small boys build shrines a few inches high for themselves in a corner
524 of the cattle-yard. They take great pains to achieve verisimilitude and
869 neatness, and their inventiveness is remarkable. *Kalompoo* husks are turned into medicine-pots; fragments of calabash or potsherd represent the hoe-blade which is essential to many ancestor shrines; a pronged twig is a shrine's 'tree'; the tail of a stillborn kid or lamb, tied with string and feathers in the same way as adults do, is a shrine's 'tail', another object commonly dedicated to real shrines. There are 'roots' —of grass—as in adult medicine-pots, and other appurtenances.

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Whenever they build miniature houses, during the building season, 857
' shrines ' are added and, as in real life, each has his own. 524

Play with these shrines is woven into other play activities, and it 869
revolves around sacrifice. When a small boy goes out hunting for fieldmice or birds, if he happens to have a ' shrine ' he will ' give it water ', i.e. pour a libation to it. Ashes represent flour, which is stirred up in water as in a real sacrifice. He invokes the shrine, ' My father ' (but never mentioning names as in real sacrifice since his own father is probably still alive), ' accept this water and grant that I have successful hunting. If I kill an animal, I will give you a dog.' Some time later he may catch a live mouse, and when he has played with it to satiety he ' sacrifices ' it on his shrine—this is the promised ' dog '. A nestling bird found alive is ' sacrificed ' as a ' fowl ' or ' guinea-fowl '. If he finds a live mouse or bird by chance it will always be taken home and ' sacrificed ' thus before it is cut up and eaten. Taboos like those of adults are invented for his shrines. Fetishes, like those of adults, accept only red and black ' fowls '; other shrines only white ones. Siikaani, a small boy of about 7 or 8, built him- [778
self a *loo* fetish, which can be dispatched to ' tie up ' any one 789]
who might interfere with one's enterprises. Siikaani pretended to use his *loo* to keep the parents of his ' sweetheart ' out of the way when he went to see her—a frequent use of a real *loo* by young men.

Of the imaginative and constructive play produced as a response 857
to current social activities in which children co-operate, I shall 524
instance only building. During the building season a favourite pre- 868
occupation of the children is to build miniature rooms or houses. It is a co-operative group enterprise, boys and girls frequently working together, led by a boy of about 12–13. It is carried on in the intervals between helping the men. Sometimes they are content to build only walls, a few inches high, but when the leader is keen they undertake a complete replica of a house—walls a foot or more high, several rooms properly arranged, a roof, a beaten inner court, and shrines. The work goes on for days on end and needs planning and organization. The girls and smaller boys make the swish and roll it into pellets, the older boys do the actual building, often with extraordinary skill. When the ' house' is built and roofed and the walls have dried, if the